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A DESCRIPTION OF THE LINCOLN JUNIOR COLLEGE READING PROGRAM, JUNIOR COLLEGE READING PROGRAMS IN ILLINOIS.

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A DESCRIPTION OF EXISTING READING PROGRAMS IN JUNIOR COLLEGES IN ILLINOIS INCLUDING LINCOLN JUNIOR COLLEGE IS REPORTED. A QUESTIONNAIRE WAS SENT TO THE DEANS OF 37 JUNIOR COLLEGES, OF WHICH 33 RESPONDED. NINETEEN JUNIOR COLLEGES HAD AT LEAST ONE READING PROGRAM ON CAMPUS, 13 DID NOT, AND ONE OFFERED A COMPANY SPECIALIST SERVICE. IN MOST INSTANCES, THE READING PROGRAM WAS OPERATED BY THE ENGLISH DEPARTMENT. THE EDUCATION OF THE TEACHING STAFF, STATUS OF ENROLLED STUDENTS, TYFE OF READING PROGRAM, MATERIALS, NAMES OF PROGRAMS, AND PROCEDURE FOR RECORDING ENROLLMENT ARE INCLUDED. THE LINCOLN JUNIOR COLLEGE STUDENTS WERE CHARACTERIZED BY GOALS AND TYPE OF HOME COMMUNITY. OBJECTIVES OF THE PROGRAM AND THE READING COURSES OFFERED ARE INCLUDED. THE TEST USED, STUDENTS ENROLLED, AND PROCEDURES ARE DESCRIBED. ONE REFERENCE AND A LIST OF MATERIALS ARE INCLUDED. (BK)

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A DESCRIPTION OF THE LINCOLN JUNIOR COLLEGE READING PROGRAM

Junior College Reading Programs in Illinois

Before completing a description of the reading program at Lincoln College, a general look at those of other junior colleges seems in order. Two major points may be made concerning students who are accepted at junior colleges.

1. Four-year colleges tend to attract students with higher academic achievement than those of junior college freshmen. This may be partly due to the easy admissions policy in junior colleges. Also, a large number of junior colleges emphasize not only intellectual development but dwell heavily in the areas of vocational and technical skills.

2. Students enrolled in two-year colleges and those enrolled in four-year colleges seem to possess equally variable academic potential. However, because of their very nature, junior colleges must contend with a wider range of intellectual talent - from the lowest intellectually endowed student to the gifted student. Since junior colleges must provide for this extreme range of ability, this is an implication for several levels of instruction in subject matter areas. This points up the need for reading instruction in the junior college.

Available material discussing reading programs in junior colleges is quite scarce, as indeed, is material of a general nature relating to junior colleges. Therefore, in order to obtain a description of existing programs, a questionnaire was mailed to the deans of faculty of thirty-seven junior colleges in Illinois. This included seven private non-denominational colleges, twenty-seven public colleges, and three church-supported colleges. Replies from thirty-three colleges were received. The colleges range in population from 180 for a brand-new college to the large public junior colleges with as many as 4800 students. We may get the following picture of reading programs in Illinois junior colleges.

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Of the thirty-two colleges which replied, nineteen have at least one reading program on the campus, thirteen do not, and one college offers to the students the services of a company which specializes in reading improvement.

In most cases the reading program is operated by the English department. In fact, only one is operated by the counseling department, only two reading programs are independent of other departments, and one is operated separately as a reading laboratory. In one school, reading is taught in combination with remedial English; the teachers, therefore, teach both reading and English. Seven of the colleges have full-time and part-time instructors, while the rest have part-time instructors only. For some, part-time means the instructors do not have a full teaching load, and for the others, it means they teach reading classes as well as at least one other course.

One important part of the questionnaire surveyed the background of the instructors teaching the reading courses. Of the total number of sixty-three instructors reported as teaching reading, twenty-eight had college preparation with specific reading courses. Most of the same received on-the-job, in-service preparation. Some were in the reading program only because of their interest, while only one admitted he had inherited the program with no preparation, Four of the intructors have bachelor's degrees, forty-two have master's degrees, and three have Ph.D's. Most of the instructors - forty-five - have majors in the field of English, seven in psychology, four in elementary, two in education, and one in reading. The deans reported from all but four colleges that they felt that the preparation of the instructors was satisfactory. The four exceptions were felt to be somewhat satisfactory in one case because the instructor taught reading in combination with another class.

Of the nineteen colleges with reading programs, thirteen admitted to having a difficult time acquiring reading instructors. The others did not, in some cases because they asked instructors already on the staff to teach the reading classes.

Another section of the questionnaire involved the selection of students for the reading classes. In six schools the students volunteer for reading courses with no outside influences, such as teachers. In nine schools the students enroll in the course upon the recommendations of advisors and/or instructors. Low test results place students in the courses at sixteen of the junior colleges and poor pre-college performance, such as high school grades, is the cause for students enrolling in four of the colleges' reading classes. Deans at three colleges stated that difficulty with assignments in other courses influenced students to enroll in reading courses. At these two schools the students volunteer because of such difficulty or at the suggestion of the instructors of courses in which they are enrolled.

At most of the schools the classes meet two times per week. At some of these the students may be required to meet in small groups or individually extra times. In two schools the reading program is offered as a reading laboratory, where the students come in on their own instead of being scheduled as classes.

For one of the questions, What is the emphasis of the course? I feel that the difference in the answers is based on poor definition of terms on my part rather than actual differences in course material offered. However, thirteen reported offering a remedial course, eighteen offer developmental, and three offer speed. The overlap in numbers indicates that some offer two or three types of courses, while some emphasize a combination of two or three elements

in one course.

A variety of materials is used in the reading programs, including pacers, tachistoscopes and other machines; Reader's Digest-type materials, S.R.A. and R.F.M. laboratories, novels, textbooks, textbook-type materials, films, special college editions of monthly magazines, workbooks, and essay collections. The majority of colleges use either machines or textbooks and textbook-type materials.

I was interested in another phase of the administration of the course. In all but one school, enrollment in the course becomes part of the students' permanent college records. In seventeen colleges students receive credit for the course; eight give college credit and nine give pre-college non-transferable credit. In two colleges the course is offered for no credit. In seventeen cases an A, B, C, etc., grading system is employed, while credit or F is given at two schools; and one school uses both systems for two different types of courses.

I also was interested in the names given to the reading courses. Answers to this question included the following: Reading Skills (4), Developmental Reading (9), Reading Techniques (1), Remedial Reading (3), Reading Workshop (1), Basic Reading Skills (1), Reading: Speed and Comprehension(1), Reading Improvement (1), Reading Development (1), Speed Reading (1), College Enrollment (1), and Reading/ English (2).

As necessary to the picture as those junior colleges having reading programs are those which do not. Fourteen junior college deans reported that they do not at this time have a reading program. Five of the college deans did not complete questions on the survey. One dean did report that a reading program will be considered when their new campus is built although such a course is not

in the present plans. One junior college has at present only an adult reading program, but upon completion of their new campus a college reading program will be implemented. A third college does not have its own reading program. The services of a commercial organization are employed successfully under the direction of the educational director for summer school with no plans for implementing it during the regular school year. One of the colleges offered reading courses at one time and hopes to reinstate them in the near future.

The first question under Section II concerning proposed a reading program was, Have you or are you presently considering implementing a reading program as part of your curriculum. Seven colleges answered, "Yes". Two schools reported that the motivation behind these considerations was an expressed need by students. Five colleges are considering a reading program based on an expressed need by advisors and at five colleges the suggestion is a result of administrative decisions to broaden the curriculum.

Five schools reported tha. the program will be under the jurisdiction of the English department, although one hopes that soon the program will operate as an independent department. This reading program will be operated as an independent department, although it will be under the direction of the education counselor. One will be under the department of the Adult Education for Basic Education but will be made available to the academic program, also. Another will operate from the beginning as an independent department.

Plans for the number of instructors range from one in a school of 1600 to 1700 students to five instructors each for schools of 700 and 1500. All of the schools expect to fill teaching positions with persons with Master's degrees.

Student selection for the course will be based on miscellaneous items already in existence in other colleges, including volunteering, recommendation

by advisors or instructors, test results, and accumulated records from high schools and the college mid-term grades. Two of the schools will offer reading as a laboratory which will be open all day for the students' convenience. The other schools will schedule classes two times per week.

Four of the schools will offer remedial reading, four will offer developmental reading, four will emphasize speed and one will work on individual problems of students. Another will also offer a study skills emphasis. Again the emphases overlap.

Materials which will be used in the courses will include machines (3), Reader's Digest-type materials (1), laboratory materials (3), novels, textbooks and textbook-type materials, and films (4). One school reported it will use a system similar to Speed Reading Institutes.

In five schools enrollment in the course will become part of the students' permanent records, while one school will keep charts on the students but not make enrollment part of the permanent records. The remedial courses at three colleges will be offered for pre-college (non-transferable) credit while developmental and speed courses at four schools will be offered as non-credit courses. Grades using the A, B, C, etc., scale will be used for the courses at three schools, credit or F at another, and two will not grade the course. The last two will make formal notes as to the students' progress.

Two colleges have determined to call the reading course Speed Reading and Reading Laboratory. The others have not decided upon names. All but one of the junior colleges hope to implement the program within the year. With the adoption of these formal reading programs the number of junior colleges in Illinois which will be carrying a reading program will swell to twenty-six.

Description of Lincoln College

Lincoln, Illinois, the home of Lincoln College, is midway between Chicago and St. Louis. The school is a private, residential, independent, co-educational junior college with a student population of about 660 with a 15 to 1 student-faculty ratio. An unusual feature for a junior college is that it is a residence campus with most of the students living in dormitories.

The Lincoln Plan provides a two-year program in the liberal arts including emphasis on music, drama, speech, art, mathematics, science, business, and history. Students who plan to transfer to four-year schools may receive pre-professional training and courses leading to the Associate in Arts degree. Terminal students and those in special situations may receive a Certificate of Achievement.

Admission to Lincoln College is not based solely on class-rank or test scores. Both students of high and low rank are accepted on the basis of potential and motivation. Therefore, high potential is the main requirement, so that the student body includes those with high achievement who qualify for the honors' scholarships as well as those with poor pre-college performance but high potential.

Upon entering Lincoln College, each student is assigned a member of the college faculty as an advisor. The advising system has been refined to the point of becoming the hub around which the academic life of the student revolves. Course programs and changes, grade reports, petitions and parent conferences are some of the aspects of student life shared with advisors.

Based on material provided by the American College Testing Program for the freshman class of Lincoln College for 1965-66, the students may be characterized on the following points:

I a. English - 58% scored above the 45th percentile, 42% scored below.
b. Mathematics - 61% scored above the 45th percentile, 39% scored below the 45th percentile.
c. Social Studies - 57% scored above the 45th percentile, 43% scored below.
d. Natural Sciences - 59% scored above the 45th percentile rank, 41% scored below.
e. Distributions of High School Grades (% at each level)

	A	B	C	D	F	Not Taken
English	0.8	10.2	47.7	39.1	0.8	1.6
Math	2.3	7.8	28.9	50.0	7.0	3.9
Social Studies	2.3	14.8	54.7	24.2	0.8	3.1
Natural Science	0.8	9.4	39.8	36.7	6.3	7.0

II Goals and Aspirations

A. Educational Major
1. Social, Religious and educational fields - 10.6%
2. Administrative, political and persuasive - 17.7%
3. Business and Finance - 30.1%
4. Scientific - 3.5%
5. Engineering, Agriculture and Technology - 6.2%
6. Medical fields - 2.7%
7. Arts and humanities - 6.2%
8. Other - 1.8%
9. Undecided - 21.2%

B. Vocational Choice
1. Social, Religious and educational fields - 9.6%
2. Administrative, political and persuasive - 19.1%
3. Business and Finance - 6.4%
4. Scientific - 5.3%
5. Engineering, Agriculture and Technology - 6.4%
6. Medical fields - 3.2%
7. Arts and humanities - 8.5%
8. Housewife - 2.1%
9. Other - 10.6%
10. Undecided - 28.7%

C. Educational Plans - degree sought
1. College - less than Bachelor's degree - 23.7%
2. Bachelor's or equivalent - 47.3%
3. One or two years grad or professional study - 21.5%
4. Ph.D. - 0.0%
5. M.D. - 1.1%
6. D. D. S. - 0.0%
7. L. L. B. - 5.4%
8. B. D. - 0.0%
9. Other - 1.1%

D. Extracurricular Plans
1. Athletics - Intercollegiate - 47.3%
2. Music - 38.3%
3. Writing - 26.6%
4. Student Government - 41.5%
5. Science clubs and projects - 25.5%
6. Debate - 16.0%
7. Acting - 33.0%
8. Departmental Clubs - 79.6%
9. Athletics - intramural - 67.0%

E. Area of Greatest Competency
1. Athletics - 25.8%
2. Music - 19.1%
3. Writing - 6.7%
4. Student Government - 2.2%
5. Science Clubs and projects - 3.4%
6. Debate - 1.1%
7. Acting - 4.5%
8. Departmental Clubs - 12.4%
9. Athletics - intramural - 24.7%

III Type of Home Community

A. Farm or open country - 12.1%

B. Suburb in Metropolitan of -
1. More than 2 million - 7.7%
2. 500,000 to 2 million - 5.5%
3. 100,000 to 499,999 - 7.7%
4. less than 100,000 - 36.3%

C. Central city in metropolitan area of
1. more than 2 million - 8.8%
2. 500,000 to 2 million - 2.2%
3. 100,000 to 499,999 - 5.5%
4. 50,000 to 99,999 - 3.3%
5. less than 50,000 - 11.0%

IV Estimated Family Income
1. Less than $5,000 per year - 1.1%
2. $5,000 to $7,499 - 3.2%
3. $7,500 to $9,999 - 16.0%
4. $10,000 to $14,999 - 14.9%
5. $15,000 to $19,999 - 8.5%
6. $20,000 to $24,000 - 7.4%
7. $25,000 and over - 12.8%
8. Consider this confidential - 16.0%
9. Do not know - 20.2%

V Type of Residence
A. Resident (in state) - 76.5%
B. Out of state - 23.5%

The Reading Program at Lincoln College

After an examination of reading programs at other colleges and after operating a program at Lincoln College, the following statement of objectives has evolved.

A. We attempt to make individual readers more critical and observant.
B. We try to strengthen students' vocabularies and increase potential for clear understanding and communication.
C. The vicarious experiences that students experience through reading diversified materials should create interest in reading.
D. We endeavor to increase permanently each student's rate of reading with satisfactory maintenance or rise in the level of comprehension.
E. A strong attempt is made to offer reading and study techniques which make study in other courses more effective.

The reading courses at Lincoln College are operated within an independent reading department. When the program was first organized, it was conducted as part of the English department. However, the director of the program was not a member of the English staff. There did not seem to be an interest in the reading program on the part of the English instructors. Therefore, the reading department became an independent one, although it works in close cooperation with the English department as well as with the other departments in the school. This cooperation, no doubt, is due largely to the close advisor-advisee relationship.

At present one instructor is in the reading program for the regular year and another is on leave of absence for this semester. Both will be working full-time next semester. Both instructors have had college courses specifically designed for the teaching of reading. One instructor has a Bachelor's degree in English and the other has a Master's degree in education with a major in reading.

I was asked to set up a program for college reading skills preceding the summer of 1963 as a new curriculum emphasis evolved at the college.

In accordance with the above discussed philosophy and aims of Lincoln College there began two concurrently-operated summer sessions. One session offered regular transferable courses. The other session was and is called the College Review Session. Most students for the review session are selected from applicants who have high school grades and college entrance exam scores which are too low to be accepted at Lincoln College for the fall semester. The College Review Session offers the prospective students an opportunity to prove, despite low grades and scores, that they are capable, with some review work, of becoming full-time college students able to compete with other college freshmen in regular courses in the fall. The College Review Session includes review English, science, and math courses, as well as reading and an intensive study skills course.

All students must enroll in reading and in the study skills course. Enroliment in the other review classes is based on low scores in the English, science, and mathematics sections of the ACT test, which is required for enrollment in Lincoln College. Students may be required to repeat the course, Reading Skills, if they have not made sufficient progress in one semester.

The reading programs for the summer review session and for the regular semester are much alike. However, there are a few differences which should be noted. While plans for next summer project an eight-week session, up to this time the summer session has met for twelve weeks with classes meeting four times per week. Therefore, students in the reading courses met about fifty times during the summer, while they meet thirty-six times during a regular year with extra meeting times for smaller groups and individual help.

The number of students in the reading program during semester sessions is limited by the number of instructors available, while during the summer the

availability of five instructors allows all students the advantage of enrollment in the course.

As the reader will become aware of later in this paper, the reading courses include not only reading skills techniques, but also study skills techniques. During the summer sessions, the study skills part of the course is omitted because an intensive study skills course is required for all students in both summer sessions, the review and the regular concentrated sessions. Therefore, emphasis is on the improvement of reading skills.

The same materials are used in both the summer sessions and regular sessions. These are listed at the end of the paper.

At the beginning of each semester, the Nelson-Denny Reading Test is administered to all new students. In the fall this group consists mostly of students who are new to Lincoln College. At the beginning of the second semester, some of the students are beginning college students, but many are transfer students.

After the tests are scored and the instructors have estimated the number of students they will be able to handle, those students who scored lowest on the test are required to enroll in the course. Memos are sent to the students' advisors, who then include reading as part of the students' course schedules. Students not required to enroll may volunteer for the course. Students falling into the latter category are influenced by the following factors: suggestion of high school teachers or counselors, suggestion of college advisors because of poor pre-college performance and/or low scores on other college examination tests, and the student's own realization of his need for help.

Areas covered in the course, Reading Skills, are specific in nature and depend on each individual student's needs. Class size is small, no more

than ten per class and usually fewer, so that individual help is available. In addition to a general emphasis on improvement of reading rate, comprehension, and vocabulary, there are two major divisions within the course. The three main skills - rate, comprehension, and vocabulary - are, of course, taught purposely and incidentally within these two divisions.

The first division, Reading Skills, involves such items as main ideas and details; sequence relationships, phonetic and structural word analysis, summarizing and organization, relationships involving time and place, and skimming.

In this course, it is unwise to stress speed too heavily, since many of the students do not have highly developed skills which would allow them to make the most efficient progress in this area. However, since an increase in speed can be more easily seen than some of the other skills, this is often a good introduction to the reading skills section of the course. First, it is necessary to convince the students that they can increase speed and still maintain or increase comprehension. Therefore, to assure the students that speed and comprehension go hand in hand an intensive discussion follows which investigates the relationship of speed to comprehension and how word-by-word reading actually decreases comprehension as well as slowing the reading speed. At the same time the student learns that good readers also are versatile readers.

While the first division emphasizes reading techniques, the second division consists of the utilization of those techniques in study skills. It is important that the reader realize that a study of reading skills is maintained throughout the study skills section. These are taught in direct connection with textbooks used in each student's courses in the hope that

carry-over into everyday practice will result. Five areas may be listed under the heading of study skills. Almost the first topic covered during the semester is reading college textbooks. Since this is of major importance to the students this seems to be one way to win the interest of the students. An important part of this section is to note the difference between college textbooks and high school textbooks. The points cover differences in the number of photographs, the tone of the textbooks, vocabulary, style, conciseness, and abstractions.

This examination is followed by practice in reading specific assignments in various subjects; first, basic reading attacks by the "whole assignment" method or "sections-by-section" method. After this, special reading attacks are discussed for assignments in social science, mathematics, literature, and foreign language.

The method of studying chapters used is the OK4R method suggested in Pauk's How to Study in College. The formula includes getting the overview, and the key ideas, reading, recalling, reflecting, and reviewing.

The instructors give clues in taking notes for courses as a second part of study skills presentation; first, taking notes from textbooks; then taking notes from outside reading assignments and from lectures.

Listening to lectures effectively is a skill with which most college freshmen have had little practice so it is important that an effort be expended in this direction. Class discussions cover such points as seating position in the classroom, the effect of the act of taking notes, the physical appearance of the notes (organization) and dividing attention between listening and writing. These points are precluded with the assumption that a student has properly prepared for the lecture by engaging the points covered under reading assignments, thus

knowing what to listen for.

Several techniques are employed in the teaching of vocabulary building. Some emphasis is given to word parts - prefixes, suffixes, and roots. This proves to be of some value to the students. However, the book Learning To Learn, by Smith, et al suggests discovering the meanings of words through the five context clues - definition, experience, comparison and contrast, synonym, and summary. This seems to me to be the most valuable emphasis for college freshmen. Most would admit that it is admirable to improve one's speaking vocabulary. However, at this point in a students' life, improvement of reading vocabulary is most valuable. Most college freshman textbooks concentrate on introducing the vocabulary of the course and therefore, students should learn to employ the use of the above context clues. If a student can learn to use these clues he will automatically be increasing his vocabulary.

Preparing for and taking examinations is an important and often one of the most puzzling parts of college life. Again this skill is one in which the student has received little training. This should not be left to a trial and error practice so it is included in the study skills section of the reading course. Under the section of learning for a test is a discussion of the difference between cramming and the final intensive review - that cramming is intensive study of new, unlearned material; whereas, the final review is a study of material already learned. The final intensive review, then, consists of clarifying the frame of reference, relating ideas, striking out unnecessary points, and filling in gaps. Some techniques of remembering for tests include studying notes in chronological order, getting a bird's-eye view before learning particular points, varying the attack on the material, using mnemonic devices where it is practical to do so, and learning groups of items rather than single details.

The main point under learning material for a test is that the student must understand the material he is attempting to learn.

Main points emphasized during the discussion on taking tests are following directions and planning time so that the student can make the most of his efforts on the examination. If he does these two things he can make more effective use of his knowledge of taking objective and essay examinations.

A second course, Developmental Reading, is available for students whose scores do not require them to enroll in Reading Skills. Also, students who have been in Reading Skills for a semester and who have made sufficient progress in the course are allowed to enroll in order to reinforce skills attained.

Some of the same study skills topics are covered in the Developmental Reading course. The major part of the course is speed improvement because the students have sufficient word attack skills and comprehension is high enough to allow this emphasis. The more refined skills of reading that come under critical reading are emphasized, such as author's viewpoint and purpose, cause-effect relationships, and analogies.

Conclusion

It has been established that on the whole, students who are enrolled in junior colleges are less well prepared than those in four year colleges. Thus, the need exists for several levels of instruction in various courses in junior colleges. A basic need for a course in Reading Skills seems apparent. At Lincoln College, the 1965-66 freshmen who were enrolled showed improvement in their reading skill techniques. Most of them improved to the point where they should be able to handle college reading material. Students who remained in the reading courses for two semesters made sizable gains in reading speed and comprehension. I felt this is because at the end of one semester some students had just gotten to the point where great gains could be made. Therefore during the second semester concentration was centered on these techniques enforcing the skills. After all, if a person has been lacking in skills for at least twelve years, one can not expect to overcome this lack in one semester.

The inclusion of study skills in the reading course came as a result of an expressed need by the students. I discovered in attempting to answer the students' questions that for college students reading skills techniques are very closely connected with, and indeed, inseparable from study skills. For students at Lincoln College who enrolled in reading 67% improved their grade point average from the six weeks' grading period to the end of the semester. Only 58% of the students not enrolled in reading showed an improvement in grade point average.

For practical purposes those enrolled in reading took course loads similar to those not enrolled in reading. As a result of my own feelings borne out by what little statistics I have available I think that the reading program at Lincoln is a

working one in that it is successful when the results are checked with the criteria of the objectives of the program.

An interesting follow-up for this report would be a check on the degree of success each reading program in the various junior colleges has met since inception.

Loretta Wade, Chairman
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Materials used in the Reading Course

The first three books listed below are textbooks used in the courses:

Diederich, Paul and Carlton, Sydell, Vocabulary for College, New York: Harcourt, Brace, and World, 1965

Glock, Marvin, The Improvement of College Reading, Cambridge, Mass.: Houghton Mifflin, 1954

Shaw, Phillip, Effective Reading and Learning, New York: Thomas Y. Crowell Co., 1955

The instructors have available and make use of several supplementary textbooks and other materials, mainly the following:

Brown, James, Efficient Reading, Revised Edition, Boston, 1965

Pauk, Walter, How To Study In College, Boston: Houghton Mifflin, 1962

Shaw and Townsend, College Reading Manual, New York: Thomas Y. Crowell Co., 1959

Smith, Donald, et al, Learning To Learn, New York: Harcourt, Brace and World, 1961

Spache, George D. and Berg, Paul C., The Art Of Efficient Reading, New York: MacMillan Co., 1955

Witty, Paul, How To Become A Better Reader, Chicago: Science Research Associates, 1953

How To Improve Your Reading, Chicago: Science Research Associates, 1956

The following tests are administered by the reading department. The Nelson-Denny Reading Test is given to all students, while the others are available for specific cases.

California Reading Test-Advanced, Grades 9-14, California Test Bureau, Monterey, California

Cooperative English Test C2 - High School and College, Cooperative Test Division, Educational Testing Service, Princeton, New Jersey

Iowa Silent Reading Test, Houghton Mifflin, Boston, Mass.

The Nelson-Denny Reading Test - Grades 9-16, Houghton Mifflin, Boston, Mass.

Reference

ACT Class Profile Report, Freshman Class-1965, Lincoln College, Iowa City, Iowa: American College Testing Program, 1965